

CHICKERING SCHOOL IMPROVEMENT PLAN 2019-2020

**Dover Sherborn Public Schools
Chickering School Improvement Plan 2019-2020**

This School Improvement Plan contains three overarching goals:

- 1) Wellness: Cultural Responsiveness
- 2) Teaching and Learning: Multi-Tiered System of Supports
- 3) Innovation: Portrait of a Graduate

The School Improvement Plan was created through the work of the School Advisory Council:

Bob Cocks, community member **Laura Dayal**, principal **Bridget Gardner**, parent
Steve Harte, faculty **Stephanie Kelly**, parent

It is the intent of Chickering administrators, the School Advisory Council, and staff to have meaningful dialogue about the goals, and to continually improve on excellence.

Chickering’s School Improvement Plan is directly tied to the district’s Strategic Plan:

The Public Schools of Dover and Sherborn STRATEGY 2018-2021

Vision				
We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.				
Mission				
The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.				
Theory of Action				
<i>If we are able to successfully inspire, challenge, and provide the necessary supports for all of our students, then they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.</i>				
Core Values				
The Dover Sherborn Schools commit to the following Core Values: Commitment to Community Equity and Excellence Respect and Dignity Climate of Care				
Strategic Objectives 2018-2021				
Innovative Teaching and Learning	Health and Well-being of Students and Staff	Partnerships with Families and Communities	Safe and Innovative Facilities	Resource Efficiency
Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world	Revise and enhance programs in support of the social-emotional needs of students and staff	Cultivate partnerships with families and community groups to strengthen the support system	Evaluate and adapt facilities and learning spaces to support 21 st century learning experiences	Provide the highest quality education in an efficient and productive manner

Wellness: Cultural Responsiveness

Goal 1:

In continued support of the district's goal that we *create, foster and implement culturally responsive practices to inform, educate and improve our school community*, we will increase the knowledge-based skills and understanding that are required to successfully interact with one another, in all our diversity. We will work effectively with people from different cultures, including national origin, race, gender, language, and experience. We will assess our values, beliefs, and biases and actively develop positive practices to enrich our school community.

Actions:

Administrators and faculty will identify a continuum of *ideas and experiences* at Chickering which are important for children's development and understanding of our culturally rich world.

Administrators and staff will actively contribute to discussions on cultural responsiveness during forums provided, including Common Planning Times, Staff Meetings, and Professional Development.

Professional Learning Community (PLC) Leaders will guide the development of culturally responsive instruction and practices through collaborative inquiry for the benefit of students.

Benchmarks:

Fall 2019: Administrators, PLC Leaders, and staff at large will develop cultural responsiveness learning objectives for students.

Winter 2019-2020: Faculty will identify new opportunities to meet the above learning objectives at the different grade levels and school-wide, and begin to implement those.

Spring 2020: The school will assess the knowledge-based skills and understanding of staff and students which are required to successfully interact with one another in our culturally rich world.

June 2020: Goals will be set for the following year to continually enhance cultural responsiveness.

District Strategic Objective Correlation:

Health and Well-being of Students and Staff
Innovative Teaching and Learning
Partnerships with Families and Communities
Safe and Innovative Facilities

Responsibility:

Administrators will dedicate time at Staff Meetings and Professional Development for this work. Staff will consistently implement and communicate culturally responsive practices.

Expected Outcome:

Staff, students, and community will be better able to support and value one another.

Teaching and Learning: Multi-Tiered System of Supports (MTSS)

Goal 2:
 A Multi-Tiered System of Supports (MTSS) focusing on system-level change will be implemented to better meet the individual needs of students. A well-coordinated and highly structured new system of collaborative instruction will address students’ academic and non-academic needs.

Actions:
 Leaders in what was previously called RtI (Response to Intervention), trained in systems development and targeted instruction, will help establish a school-wide MTSS for more frequent, efficient, and targeted instruction to meet children’s needs.

 Faculty will complete new training in the school’s existing reading curricula to ensure consistency in instructional delivery.

 Staff will fully participate in new structures with fidelity, including partnering for Tier II instruction, creating learning objectives for students, delivering high-quality interventions, and data collection and analysis.

Benchmarks:
 Fall 2019: Faculty will complete curriculum training and enhance Tier I and Tier II instruction. MTSS Leaders at the different grade levels will actively engage in coaching their teams.
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 Winter 2019-2020: Within the standard second term of data collection, staff will analyze growth from baseline data in the fall and set new literacy targets for all students.

 Spring 2020: The school will assess the MTSS system as implemented and consider enhancements for the following year.

 June 2020: Goals will be set for the following year to continually enhance MTSS.

District Strategic Objective Correlation:
 Innovative Teaching and Learning
 Health and Well-being of Students and Staff
 Resource Efficiency

Responsibility:
 Administrators will provide curriculum training, and support the work of the MTSS group. MTSS Leaders will deliver meaningful coaching for their teams.

Expected Outcome:
 Staff will build capacity in delivery of targeted instruction and coordinated best practices. Staff will collaborate to deliver a high level of targeted instruction to students using MTSS.

Innovation: Portrait of a Graduate

Goal 3:

Aligned with the district’s goal to maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world, Chickering will explore and identify the elements of Portrait of a Graduate to be implemented at the elementary level.

Actions:

The school will build off core competencies identified by the Dover-Sherborn Innovation Task Force as necessary for student success in the 21st century and identify correlating practices and experiences for students at the elementary level.

Grade level teams and others will identify specific practices and experiences that foster the competencies necessary for current and future success.

Benchmarks:

Fall 2019-2020: Explore the identified core competencies and how instruction and experiences can be correlated at the different developmental levels of learning.

Winter 2019-2020: PLC Leaders identify specific instructional practices to be woven into the curriculum and begin to implement them.

Spring 2020: Assess the chosen practices and recalibrate for the following year.

June 2020: Develop specific plans for the following year.

District Strategic Objective Correlation:

Innovative Teaching and Learning

Responsibility:

Administrators and staff will support the district’s development of Portrait of a Graduate.

Expected Outcome:

Staff will elevate their understanding of their role in Portrait of a Graduate and implement practices that become part of the learning continuum.